

International Organization

Political Science (PSCI) 4173

Fall 2014

Professor Contact Information

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Course Description

This is an upper-division course in international relations focusing on understanding and analyzing why political actors create international institutions and why the effects of these institutions vary. The first-half of the semester will be devoted to conceptual and theoretical understandings of why states for international institutions and why such institutions do or do not produce desired outcomes. In the second-half of the semester, we will survey how international governance has evolved in four different areas—peace and security, the international economy, the environment, and human rights—and what the current challenges are.

Readings, lectures, assignments and assessments will assume at least introductory-level knowledge of the study of international relations (PSCI 2223 or equivalent). I expect students to actively and enthusiastically engage with all the material. The following are the main objectives of the course for students. (I will use the hashtags for each to indicate mark the learning objectives of course requirements and lecture contents.)

- For students to gain knowledge by:
 - *recalling* both the historical evolution of and contemporary challenges in international governance in different issue-areas #knowledge(history);
 - *summarizing* key concepts and explanations from the political science and international relations to world affairs #knowledge(concepts);
- For students to gain skills by:
 - *applying* key concepts and explanations from political science and international relations to *analyze* current events #skills(analysis);
 - *evaluate* political and normative trade-offs involved in international governance #skills(evaluation);
 - *collaborating* effectively with teammates to *create* an original analysis of a current event about international governance #skills(creation).

Course Requirements

1. **Reading Quizzes (10%):** For most lectures, there will be assigned reading from either the textbook or a journal article that students are to complete *prior to* coming to the lecture. For example, for Class 2, the assigned reading is Chapter 1 of the textbook. Students should come to lecture on September 2 having completed this reading assignment. To provide regular incentives for students to complete the readings, there will be quizzes for each reading assignment. The quizzes will be available on the D2L course website until 10am on the day of the class. Accordingly, you should complete the quizzes before coming to class as well. Throughout the semester, there will be 28 reading quizzes. Eight lowest scores will be automatically dropped. Given this policy, I will *not* offer any make-ups for missed exams/deadlines. You are welcome to complete the reading assignments early and to complete the quizzes early, should you have other commitments that interfere. #knowledge(history) & #knowledge(concepts)
2. **NB Participation (10%):** For journal article reading assignments, students will engage in collaborative reading in addition to taking reading quizzes on them. NB, an online system facilitating such reading, allows students to annotate readings with comments and questions and for others to respond to such annotations. It is your responsibility to register yourself with the system. There are two ways to do this. 1) I will send out an automatic invitation to join the system to all the students in the course. Using this invitation to register for NB will automatically link you to the class. 2) If, for some reason, you do not receive the invitation, you can go to <http://bit.ly/4173fa14> to create an account and link your account to the class. The NB system does not work well on tablets with only touch-based inputs (e.g., Apple iPads). It is your responsibility to access and use the system in ways that it functions properly. For every journal article reading assignment, students are to do *both* of the following: 1) make an annotation with a comment or a question and 2) post a response on a classmate's comment or question. Completion of these two tasks on each of the 15 journal article reading assignments *prior to the class for which the reading is assigned* will contribute equally to the NB participation grade. Students will receive a zero for completing the tasks after the class begins. #knowledge(history) & #knowledge(concepts)
3. **In-Class Participation (15%):** In each lecture, students will engage in various forms of participation. We will be using an online system called MobLab for classroom polls and simulation activities. It is your responsibility to register yourself with the system. There are two ways to do this. 1) I will send out an automatic invitation to join the system to all the students in the course. Using this invitation to register for MobLab will automatically link you to the class. 2) If, for some reason, you do not receive the invitation, you can go to [MobLab](#) to create an account. Once logged in, click the "Join By Code" button and use the code **nV16Fnzax** to link your account to the class. Once set up, you may wish to download the MobLab app for your smart phone or tablet (for either iOS or Android) or use a browser on your laptop. Class participation in this way does require you to bring one of such devices to every class. If you do not have one of your own, the Office of Information Technology has a [laptop rental program](#). Every class with participation activities will contribute equally to the total participation grade. #skills(analysis) & #skills(evaluation)
4. **Exams (45%):** Three exams will be given during the term, each worth 15%. Exam #1 is scheduled for October 2 (Week 6), Exam #2 for November 6 (Week 11), and Exam #3 for the day of the final exam. The exams are take-home, open-notes and open-book. I will release the exam on the D2L course site at 4pm on each day of the exam. You will have 48 hours to complete the exam and submit the answers on line. The exams will test students' understanding of the material covered by applying the concepts and ideas learned to current events. For each exam, I will provide two to three relatively recent news articles ahead of time. Exam questions will ask students to use ideas, concepts and tools from the class to analyze the articles. Sample exams and news articles from different classes I previously taught will be available for your reference. #knowledge(history), #knowledge(concepts) & #skills(analysis)
5. **Current Event Analysis Project (20%):** During Part IV of the course (Week 9 through Week 14), students will work in groups of three or four to create an analytical post in the discussion forum about

a current event regarding international governance. Each team will pick a relatively recent news article from a reputable source and systematically analyze the event using the information in the article and the concepts and explanations from the course. Students will also obtain social and political data relevant to the event discussed in the article and create charts. While I will provide more detailed information for the assignment in a separate write-up, the following will constitute the components of the grade: instructor evaluation of the post and follow-up Q&A (50%); classmate evaluation of the post and follow-up Q&A (25%); teammate peer evaluation of your collaboration (25%). #skills(creation)

Communication Policies

- All official communication from me to the class will be done through the University e-mail list. Please make sure you that you regularly check the e-mail account that is on the record with the university—it is usually your colorado.edu address, unless you explicitly changed it—if it is not the account that you use primarily.
- For informal communication, we will utilize Twitter. Follow the account `psci4173` and use the hashtag `#psci4173` when you would like to share something with the class. Feel free to post links to news stories, data sources, commentaries, etc. that you think is relevant to the course. From time to time, we will discuss online some of the items posted on Twitter.

Grading and Plagiarism Policies

- You *must complete all* course requirements laid out above to receive a non-failing grade in the course.
- There are no extra credit assignments in the course. Your course grade will be calculated based solely on the four assessments/assignments described above.
- Your final course grade will be automatically rounded up to the nearest units digit. The mapping between your percentage grade and the letter grade is as follows:
 - A: 94-100%
 - A-: 90-93%
 - B+: 87-89%
 - B: 83-86%
 - B-: 80-82%
 - C+: 77-79%
 - C: 73-76%
 - C-: 70-72%
 - D+: 67-69%
 - D: 63-66%
 - D-: 60-62%
 - F: 59 and lower
- While I will accept late submissions for assignments and assessments, they will be penalized at the rate of *10% per each hour* of delay. E.g., if an assignment is due at 4PM MDT, but I receive it between 4:01PM MDT and 5:00PM MDT, then the highest grade it can earn is 90%.
- If I suspect plagiarism on an assignment or an assessment, I will turn the matter over to the CU Honors Council. Should you be found to have plagiarized, you will receive a zero on that assignment or assessment, in addition to whatever penalty that the Honors Council imposes.

Campus Syllabus Requirements

1. If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least

one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at [Disability Services website](#) and discuss your needs with your professor.

2. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, as long as you inform me during the first week of the term, I will create a suitable alternative arrangement. See full details [here](#).
3. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at [here](#) and [here](#).
4. The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained [here](#).
5. All students of the University of Colorado Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found [here](#) and [here](#).

Required Textbook

The following book is the main textbook for the course:

Rittberger, Volker, Bernhard Zangl and Andreas Kruck. *International Organization*, Second Edition. New York, NY: Palgrave.

On the schedule below, the book is denoted as **RZK**. This book is available at the CU Bookstore. You may wish to check other vendors for prices. The first edition of this textbook—without the third author—is substantially different from the one used in this course, so it is *not okay* to use.

The textbook will be complemented by a set of journal articles. Some articles will come from academic research journals, whereas others—the ones for Part IV of the course—will come from policy journals. These articles will be posted on NB and will be preceded by “NB” on the schedule below.

Course Schedule and Student Responsibilities

Part I: Introduction

- Week 1: Introduction and Overview
 - Class 1 (August 26)
 - * Introductory Lecture
 - No Class on August 28
 - * RZK: Chapter 1
 - * Reading Quiz #1 (closes at 10am)
- Week 2: What are International Organizations?
 - Class 2 (September 2)
 - * RZK: Chapter 3
 - * Reading Quiz #2 (closes at 10am)
 - Class 3 (September 4)
 - * RZK: Chapter 4
 - * Reading Quiz #3 (closes at 10am)

Part II: Causes of International Institutions

- Week 3: Cooperation vs. Coordination
 - Class 4 (September 9)
 - * RZK: pp. 18–25
 - * Reading Quiz #4 (closes at 10am)
 - Class 5 (September 11)
 - * NB: Coglianesse (2000)
 - * Reading Quiz #5 (closes at 10am)
- Week 4: Power and Hegemony
 - Class 6 (September 16)
 - * RZK: pp. 15–18
 - * Reading Quiz #6 (closes at 10am)
 - Class 7 (September 18)
 - * NB: Krasner (1991)
 - * Reading Quiz #7 (closes at 10am)
- Week 5: Non-Material and Domestic Political Causes
 - Class 8 (September 23)
 - * RZK: pp. 25–30
 - * Reading Quiz #8 (closes at 10am)

- Class 9 (September 25)
 - * NB: Milner (2006)
 - * Reading Quiz #9 (closes at 10am)

Part III: Effects of International Institutions

- Week 6: Outcomes and Effects
 - Class 10 (September 30)
 - * RZK: Chapter 7
 - * Reading Quiz #10 (closes at 10am)
 - Class 11 (October 2)
 - * NB: Downs, Rocke, and Barsoom (1996)
 - * Reading Quiz #11 (closes at 10am)
 - **Exam #1** (open for 48 hours starting at 4pm on October 2; response submission deadline 4pm on October 4)
- Week 7: Bargaining and Sanctioning
 - Class 12 (October 7)
 - * RZK: Chapter 6
 - * Reading Quiz #12 (closes at 10am)
 - Class 13 (October 9)
 - * NB: Long and Leeds (2006)
 - * Reading Quiz #13 (closes at 10am)
- Week 8: Information and Monitoring
 - Class 14 (October 14)
 - * NB: Dai (2002)
 - * Reading Quiz #14 (closes at 10am)
 - Class 15 (October 16)
 - * NB: Thompson (2006)
 - * Reading Quiz #15 (closes at 10am)

Part IV: The Evolution of International Governance

- Week 9: Peace and Security
 - Class 16 (October 21)
 - * RZK: Chapter 8
 - * Reading Quiz #16 (closes at 10am)
 - Class 17 (October 23)
 - * NB: Sarotte (2014)
 - * Reading Quiz #17 (closes at 10am)
- Week 10: Peace and Security / The International Economy
 - Class 18 (October 28)
 - * NB: Pollack (2014)

- * Reading Quiz #18 (closes at 10am)
 - Class 19 (October 30)
 - * RZK: Chapter 9
 - * Reading Quiz #19 (closes at 10am)
- Week 11: The International Economy
 - Class 20 (November 4)
 - * NB: Calomiris and Haber (2013)
 - * Reading Quiz #20 (closes at 10am)
 - Class 21 (November 6)
 - * NB: Schwab (2011)
 - * Reading Quiz #21 (closes at 10am)
 - **Exam #2** (open for 48 hours starting at 4pm on November 6; response submission deadline 4pm on November 8)
- Week 12: The Environment
 - Class 22 (November 11)
 - * RZK: Chapter 10
 - * Reading Quiz #22 (closes at 10am)
 - Class 23 (November 13)
 - * NB: Victor, Kennel and Ramanathan (2012)
 - * Reading Quiz #23 (closes at 10am)
- Week 13: The Environment / Human Rights
 - Class 24 (November 18)
 - * NB: Hoekstra (2014)
 - * Reading Quiz #24 (closes at 10am)
 - Class 25 (November 20)
 - * RZK: Chapter 11
 - * Reading Quiz #25 (closes at 10am)
- Week 14: Human Rights
 - Class 26 (December 2)
 - * NB: Guterres (2008)
 - * Reading Quiz #26 (closes at 10am)
 - Class 27 (December 4)
 - * NB: Kaye (2011)
 - * Reading Quiz #27 (closes at 10am)

Part IV: Conclusion

- Week 15: The Future of the World Economy
 - Class 28 (December 9)
 - * RZK: Chapter 12
 - * Reading Quiz #28 (closes at 10am)
 - Class 29 (December 11)
- **Exam #3** (open for 48 hours starting at the scheduled final examination time)